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We knew that nitrogen and oxygen exist side by side in the air and do not unite. We tried to see whether hydrogen would unite with nitrogen by making a jar of nitrogen and inserting a jet of burning hydrogen in it. The hydrogen was immediately extinguished. This convinced the class that nitrogen, having such a strong disinclination to unite with either oxygen or hydrogen, would probably not unite with the two and so would not be found in water. The next day, however, one pupil was back with the declaration that, although hydrogen would not burn in nitrogen, he thought that the nitrogen might enter the combination while hydrogen was burning in air. As there is no *a priori* reason why it should not, we were compelled to leave the matter with the statement, which one of the pupils brought from home, that oxygen and hydrogen are the only constituents of water.

This rather long account of the above discussion has been written to show that fifth-grade children are capable of rather close thinking upon problems usually reserved for higher grades, or sometimes for the high school.

Notwithstanding the degree of thought-power shown by the pupils, there were only one or two in the class who had or who acquired sufficient manual dexterity to manage successfully all the apparatus necessary in the above experiments. The teacher, therefore, is of the opinion that these experiments on the permanent gases would be more profitable if performed two or three years later, when the individual pupil could perform all the experiments for himself.

Number.—Few problems in number were involved in the work in nature study, and the number work for the month was mainly drill problems in fractions.

SEVENTH GRADE.

READING LESSON IN GERMAN.

EDUARD PROKOSCH.

PARZIVAL.

KÖNIG GAMURET von Anjou war ein ritterlicher Held, der lieber in fernen Ländern kämpfte, als zu Hause ausruhte. Er fiel im Dienste des Chalifen von Bagdad in einer Schlacht. Seine Frau verliess ihren Palast und floh mit ihrem kleinen Sohne Parzival in die Waldeseinsamkeit, damit dieser nichts vom Ritterthume höre, das seinem Vater den Tod gebracht hatte.

Einmal begegnete der Knabe im Walde einem Ritter in glänzender Rüstung. Er hielt ihn für Gott, denn seine Mutter hatte ihm gesagt, Gott sei heller und glänzender als der Tag. Als der Ritter ihm sagte, dass König Artus zum Ritter mache,

wollte er hinaus in die Welt, um König Artus zu suchen und ein Ritter zu werden. Seine Mutter wollte ihn nicht ziehen lassen, aber er bestand darauf. So gab sie ihm Narrenkleider, damit er überall verlacht werde und bald zu ihr zurückkomme.

Aber Parzival kam nie wieder zurück, und seine Mutter starb vor Kummer.

Parzival fand bald den Hof des Königs Artus. Ein Ritter in roter Rüstung verlachte ihn wegen seines Anzuges; Parzival tötete ihn mit seinem Wurfspeer und trug von da an seine Rüstung. Wegen seiner Tapferkeit machte ihn König Artus zum Ritter, aber Parzival wusste noch nichts von ritterlichen Sitten. Als er von Artus' Hofe fortzog, kam er zu dem alten, erfahrenen Ritter Gurnemanz. Dieser gab ihm viele gute Lehren für sein Verhalten. Eine der Lehren war, er solle nicht viel fragen, das sei unhöfisch.

Parzival zog weiter und kam in das Reich der Königin Condwiramur, die von Feinden bedrängt wurde. Durch seine Tapferkeit wurden ihre Feinde besiegt, und sie heiratete Parzival. Aber bald erfasste ihn Sehnsucht nach seiner Mutter, und er verließ Condwiramur und seine zwei kleinen Söhne, um seine Mutter zu suchen. Auf dem Wege kam er in eine prächtige Burg, deren Herr, Amfortas, an einer schweren Wunde litt. Beim Mahle wurde eine Schale aus einem einzigen Edelstein hereingetragen, welche leuchtete wie die Sonne und unerschöpflich Speise und Trank spendete. Aber Parzival dachte an Gurnemanz' Lehren und fragte weder nach diesem Wunder, noch nach der Ursache der Wunde des Amfortas.

Am nächsten Morgen zog er fort und kam bald an den Hof des Königs Artus. Dort erschien aber eine Botin des Amfortas und sagte ihm unter Schmähungen, dass jene Burg die Gralburg gewesen sei. Hätte er gefragt, was das alles bedeutete, so wäre er ihr König geworden. Aber nun verdiene er nicht unter Rittern zu sitzen.

Von nun an irrte Parzival fast fünf Jahre umher, um den heiligen Gral wiederzufinden.

An einem Karfreitag, als Schnee auf dem Weg lag und Parzival trotz der Kälte im Eisenkleid einherritt, begegnete ihm ein

alter Ritter mit seinem Weibe und zwei Töchtern, alle barfuss, im grauen Büssergewande. Der Alte klagte, dass Parzival den heiligen Tag durch Waffentragen entweihe. Er riet ihm, einem heiligen Manne, der in einem nahen Walde lebte, seine Sünden zu beichten. Parzival hatte sich in all den letzten Jahren nicht um Gott gekümmert, aber der alte Ritter erweckte in ihm die Hoffnung, dass Gott ihm helfen werde. Daher ging er zu dem Einsiedler; dieser war Tevrezent, der Bruder seiner Mutter und des Amfortas. Fünfzehn Tage blieb der Held bei ihm, dann wies ihn Tevrezent auf den rechten Weg zur Gralburg. Dort tat Parzival die Frage nach dem Gral und nach der Wunde des Amfortas. Da genas dieser und erzählte ihm, dass er durch den vergifteten Speer eines Heiden verwundet worden sei. Die Wunde sei nicht geheilt, weil er den Regeln des Gral ungehorsam gewesen sei. Nun solle Parzival an seiner Stelle König des Gral sein. Auch seine Gattin Condwiramur und seine beiden Söhne, die er fünf Jahre nicht gesehen hatte, wurden auf die Burg geholt.

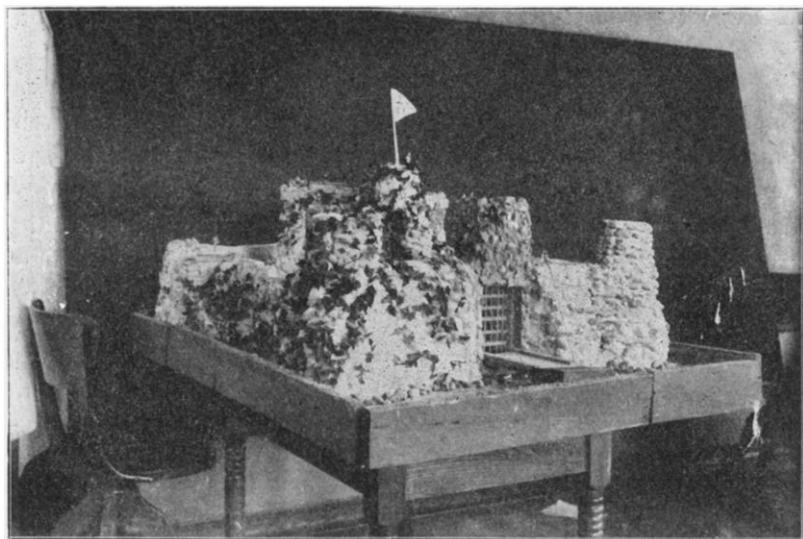
Physical training (Carl J. Kroh).—May, June: Free gymnastics (gymnasium): development of short series of exercises involving varied combinations of gymnastic action-forms; theme-work, selected with reference to forms of apparatus work, as preparatory, or related work—to facilitate aptitude in execution, and promptness in response, in fundamental work. Boys: boxing, continued; movements forward, backward, and sideward (stepping and body movements); evasion. Girls: dancing calisthenics, polka and waltz steps; utilization of tactics in figure-marching. (Morning exercises: spring roundelay; stepping exercises with song accompaniment.) Apparatus gymnastics (boys): Horizontal bars and beams, rings: changes of position from hang-rest (leg-rests next grasp) to "stem"-support; grasp-changes, and forward circles; "up-" and "off-swings." Side-horses: changes of mounts, from position to position; practice of fore- and back-swings in connection with changes of position; high off-swings from sitting and balance-mounts; simple forward vaults over croups, necks, and saddles. Vaulting bucks: stride-vaults in connection with quarter and about facings. (Girls): Chest-bar exercises; slow arm extensions in hang-support position, arms flexed; use of traveling rings; upward traveling on slant-beams; stepping forms, with accompanying arm and body movements, on balancing beams.

REVIEW: HISTORY.

(FRANCIS W. PARKER SCHOOL.)

ELIZABETH ADAMS.

IN our study of the Middle Ages we have tried to see the varied home life of the period, to picture existence in country and town, in monastery and castle. In addition to using pictures and descriptions we have read several stories, varying in range



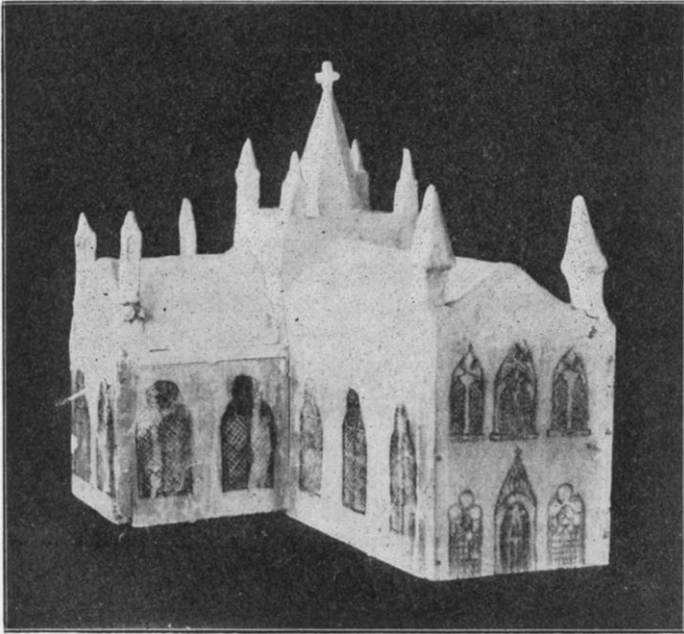
THE CASTLE.

from "Gilbert" in *Ten Boys on the Road from Long Ago to Now* to Robert Barr's *Tekla*. From the latter, perhaps, the children received the most vivid impressions of the different classes of society and of the life and work of each class. They enjoyed the book greatly, and one of the boys expressed the wish that we might build a castle. As he evidently voiced the sentiments of the class, we at once began the discussion of ways and means.

Different materials were suggested for construction, but as nothing short of stone met the approval of the class, we decided to get pebbles from the lakeshore, which is half a mile away. From a building across the street, which was being remodeled, we secured mortar.

We put our structure on a deal table, but, in order that it might be moved about and so used in different rooms, we saw that it must be built in sections. Accordingly, we made a platform of foot boards by laying on the table four strips each three feet long.

Plans for the buildings included an inclosing wall, protected by a moat, drawbridge, portcullis, and towers ; an inner castle, the "keep," and a cruci-



THE CHAPEL.

form chapel. After adapting these plans to our space and limitations, we divided the work, one pupil making the drawbridge, another the portcullis, others the catapults, while groups of two or three worked together on sections of the wall. In all the work we preserved correct proportions as far as possible. We soon found that certain parts of the structure required more time than we had supposed, hence, as different pupils finished their allotment, they worked on whatever remained unfinished.

We built the keep on a separate board, and, after finishing it, lifted it within the outer wall. Its roof was made of clay in which pebbles were imbedded. The chapel, in which the doors and windows were traced by burning, was made of wood, with roof and towers of clay.

The moat was made by gluing silver paper, crumpled to make it look more like water, on the platform outside the walls. The platform was framed

in by vertical strips of board, the inner and upper surface of which formed the outer bank of the moat. To give this wall the appearance of a bank of earth it was coated with glue, then quickly sprinkled with sand and pebbles.

The drawbridge is raised and lowered by means of strings which pass through pulleys to the inside of the wall. In a similar way the portcullis, which was made by putting pieces of wire through strips of board, can be lifted into the tower above.

We felt that our castle would be incomplete without ivy. We made a good imitation of ivy by cutting leaves from tissue paper and fastening them to fine wire. The vines stir in the slightest breath of air and add to the castle's appearance of reality.

We met with many difficulties. For example, although we tried to be careful about our measurements for the portcullis and its tower, when we came to fit them into the wall, they were too large and a part of the work had to be done over. After getting the drawbridge in place we found it too light to fall quickly. This difficulty was overcome by nailing a piece of lead to the under surface of the bridge. We soon exhausted our stock of stones, carried in a tub from the lakeshore, but discovered that we had an abundance in our own dooryard.

In the beginning of the work one boy, who had been especially interested in the life and work of the Northmen, asked if he might make a model of a viking boat, instead of helping on the castle. Permission was given, and he soon had a boat hewn out. The bow of this boat terminates in a dragon's head, the stern in a dragon's tail. The shields are cut out of copper, and hang over the sides of the boat. When the boat was completed its builder became one of the most efficient workers on the castle.

The pupils have enjoyed this castle-building and boat-making, and the work seems to have vivified their pictures of the Middle Age and to have helped to give them an intense interest in the entire period.

During the rest of the quarter we shall spend more time on the free city, and, as the handwork of this grade is printing and bookbinding, the pupils will organize themselves into guilds to carry on these handicrafts.

EIGHTH GRADE.

(FRANCIS W. PARKER SCHOOL.)

ELIZABETH ADAMS.

REVIEW: HISTORY.

THE class has studied, somewhat in detail, the different nationalities on the Atlantic coast plain at the close of the Rev-